GD5450.01 SPRING 2013

INTERACTIVE MEDIA & PUBLISHING II

Wednesdays,
4pm–10pm
—
Kristian Bjørnard
kbjornard@mica.edu
507-301-8402
—
im.ookb.co
—
I don't really have office hours. However, I should be around campus most Tuesday and Wednesday afternoons between 12–3 if you'd like to schedule outside of class meeting times. If you need something outside of class please email me, and I'll get back to you as soon as I can. If it is an extreme circumstance or some sort of emergency please call.

— 1. COURSE DESCRIPTION

Interactive designs have multiple dimensions, such as culture, interaction, motion, and time — all of which can be pushed to create memorable and useful user experience. This graduate-level studio course is a continuation of Interactive Media and Publishing I. The course continues to explore best-practice modern online and on-screen design, production, and publishing practices including HTML, CSS, CMS, blogging and other social media. Students will have the flexibility to connect the technology and coursework to their graduate theses, core studio, and/or personal work as appropriate. The class will meet in smaller groups to accommodate the different levels of experience among students.

1.1 *K Additions*

We're going to look into as much current and cutting edge design technology as we can — HTML5, CSS3 animations, jQuery magic, Touch interfaces, responsive grids, etc. We'll also talk about a variety of ways to bring content to the web, best practices in managing that process, and the business of web design. We'll also touch on what changes when you move from print to web in terms of typography and other design principles. Class time will be used for lectures, discussions, theory, one-on-one troubleshooting, and working on projects. Demonstrations will happen, but much of the code-writing and learning will happen as homework via Lynda tutorials and CodeAcademy assignments.

WE WILL NOT BE GETTING INTO BUILDING APPS. This is a class about building and publishing content for the web. That said, we will not be getting too deep into CMSs other than a little bit of wordpress. For those of you that want to jump into these things more deeply, please do so on your own as long as basic outcomes of the various projects are still taken care of.

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— 2. LEARNING OUTCOMES

- Further building students coding skills
- Help students take more of their design talent to the web
- Show students ways to take advantage of pre-built frameworks, grid structures, etc. to enhance the work that they do and minimize coding time while maximizing output.
- Give general understanding of web technologies so that students are at least proficient in discussing and explaining sites regardless of tech. used.

— 3. CONTACT INFORMATION / OFFICE HOURS

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— 4. MATERIALS

- URL/Domain
- Hosting account
- Perhaps some other accts if necessary... We'll get to these as the class progresses
- Otherwise I just need you to have a good way of getting your files to me at project days — thumb drive, dropbox, whatever.

— 5. REQUIRED READING

There will be a series of URLs assigned for readings as the term progresses on things like CMSs, thoughts on Responsive design, taking design and typographic principles from print to the online world, etc. However, other more generally useful texts on all that we'll talk about can be found linked to on the class website and/or at:

- http://www.abookapart.com/
- http://www.fivesimplesteps.com/
- https://shop.smashingmagazine.com/
- https://shop.smashingmagazine.com/ebooks/

— 6. ROUGH CALENDAR / LAST CLASS MEETING SESSION

1.23	**First Day!** Intro Skills test; cover course contents; assign "4sites" project.	Bring in 4 sites...
1.30	Discuss "4sites" people have brought in. Discuss Site Architecture/Site-Map stuff. Discuss Variety of languages required for modern websites.	Site Map
2.6	Site Architecture / map due. Intro to CMSs. Assign Site Architecture/Site-map project & Personal Chronology.	
2.13	HTML5/CSS3/JQUERY - Discuss Site Architecture/Site-maps / further discuss Personal Chronology Project outcomes. "Designing in the Browser."	Personal Chronology
2.20	HTML5/CSS3/JQUERY - Discuss Personal Chronology Project Intro to Grid systems & Responsive issues.	
2.27	HTML5/CSS3/JQUERY - Look at Chronologies Assign Web Poster Project. CSS3 — @font-face and Transformations. Discuss typography in the browser	HTML/CSS "Poster"
3.6	HTML5/CSS3/JQUERY - View Web-posters, Discuss Touch interfaces.	
3.13	HTML5/CSS3/JQUERY - Touch Interfaces, Assign Web-Pub/Wiki project.	Touch Interface
3.20	**Spring Break No Class**	
3.27	HTML5/CSS3/JQUERY - Look at touch interface projects. Discuss Web Publishing (Wiki-Re-Design) Project further. Further Discuss CMSs	Wiki-Re-Design
4.3	HTML5/CSS3/JQUERY Further discuss Grid Systems / Responsive stuff	
4.10	HTML5/CSS3/JQUERY Assign Final Project CSS Animations...	
4.17	View Wiki Re-design projects Work on final projects. *Any other requested short demos?*	
4.24	Work on final projects. *Any other requested short demos?*	Final Project
5.1	Mini-crits, Work Day on final projects. *Any other requested short demos?*	
5.8	**Last Class!** Look at final projects. *Also, last chance for other Questions/Concerns ...*	

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— 7. GRADING CRITERIA

One grade will be awarded per project unless otherwise noted. Each grade will evaluate process, execution, and presentation. The final grade for the semester will be an average of all project grades, plus a final evaluation of quality of resolve and follow-through in a student's work, visual experimentation, growth of skills, and class participation & preparedness throughout the semester.

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- Class participation is paramount & should show marked progress in the student's ability to talk about design intelligently & constructively.
- Grades for late projects will be lowered one letter grade for each class period that they are late.
- Punctuality & participation to in-progress & final critiques will have an impact on the grade for each project.
- Work lost due to technological problems will be considered late. It is important to get in the habit of backing up & duplicating files. Technical trouble is not a valid excuse for missing a deadline—neither academically nor professionally.

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A: *Student's work and effort far exceed expectations.*
Outstanding problem solving, ability to communicate ideas, & craft.
Exceptional class participation & attendance.

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B: *Student's work and effort are above-average achievement.*
Above-average problem solving, ability to communicate ideas, & craft.
Excellent class participation & attendance.

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C: *Student's work and effort are acceptable.*
Adequate problem solving, ability to communicate ideas, & craft.
Acceptable class participation & attendance.

Remember, a "C" is supposed to be average.

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D: *Student's work and effort are below average.*
Problem solving, ability to communicate ideas, & craft are below acceptable
standards. Unsatisfactory class participation & attendance.

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F: *Student's work and effort are unacceptable.*
Unacceptable problem solving, ability to communicate ideas, & craft.
Inappropriate class participation & attendance.

Sidenote:
As this is a graduate level course, those of you who are graduate students will either receive a P (pass) or F (fail) … The grading scale doesn't quite apply …

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NOTE:
On Critique days it is important to have tested & loaded sites + files prior to class starting so as not to waste time once class starts.

— 8. ATTENDANCE POLICY

MISS MORE THAN THREE CLASSES AND YOU DO NOT PASS THE COURSE. This isn't my arbitrary decision, it is MICA policy across the board.

If you do miss a class, check the course website (im.ookb.co) I've setup for info on what we discussed and files you might need. If you have additional questions contact me immediately, please don't wait until the next week. You will still be expected to present or be prepared for the following class after any absence — excused or otherwise.

It is also important you show up to class on time and prepared. We've got a lot to cover and it sets the whole class behind when event just one of you shows up late.

— 9. COMPLIANCE STATEMENTS

9.1 *Learning Resource Center ADA Compliance Statement*

Any student who feels s/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss specific needs. Please contact the Learning Resource Center at 410-225-2416, in Bunting 458, to establish eligibility and coordinate reasonable accommodations. For additional information please refer to: http://www.mica.edu/LRC

9.2 *Health and Safety*

It is the responsibility of faculty and students to practice health and safety guidelines relevant to their individual activities, processes, and to review MICA's Emergency Action Plan and attend EHS training. It is each faculty member's responsibility to coordinate with the EHS Office to ensure that all risks associated with their class activities are identified and to assure that their respective classroom procedures mirror the EHS and Academic Department guidelines. Each of these policies and procedures must be followed by all students and faculty. Most importantly, faculty are to act in accordance with all safety compliance, state and federal, as employees of this college and are expected to act as examples of how to create art in a way to minimize risk, and reduce harm to themselves and the environment. Faculty must identify, within each art making process, and require personal protection equipment use, by each student for each class, when applicable. Students are required to purchase personal protection equipment appropriate to their major. Those students who do not have the proper personal protection equipment will not be permitted to attend class until safe measures and personal protection is in place.

9.3.1 *Plagiarism*

Each discipline within the arts has specific and appropriate means for students to cite or acknowledge sources and the ideas and material of others used in their own work. Students have the

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responsibility to become familiar with such processes and to carefully follow their use in developing original work.

9.3.2 *Plagiarism Policy*

MICA will not tolerate plagiarism, which is defined as claiming authorship of, or using someone else's ideas or work without proper acknowledgment. Without proper attribution, a student may NOT replicate another's work, paraphrase another's ideas, or appropriate images in a manner that violates the specific rules against plagiarism at MICA. In addition, students may not submit the same work for credit in more than one course without the explicit approval of the all of the instructors of the courses involved.

9.3.3 *Consequences*

When an instructor has evidence that a student has plagiarized work submitted for course credit, the instructor will confront the student and impose penalties that may include failing the course. In the case of a serious violation or repeated infractions from the same student, the instructor will report the infractions to the department chair. Depending on the circumstances of the case the department chair may then report the student to the Office of Academic Affairs or Graduate Studies, which may choose to impose further penalties, including suspension or expulsion.

— 10. MISCELLANY

Door codes for 3rd floor of Brown

Brown 303 :	6,9,0,0 (lounge)
Brown 304 :	6,2,3,4
Brown 305 :	5,4,4,7
Brown 306 :	1,2,3 enter
Brown 307 :	5,4,1,3
Brown 308 :	key only, guards can open
Brown 309 :	2+4, 3 enter
Brown 311 :	photo room sign up with Anita

— 11. ROUGH PROJECTS OUTLINE

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11.1 ***4 Examples***

Bring in 4 pieces/sites/links/web-designs
1. A work you like and think is good.
2. A work you do not like and do not think is good.
3. A work you like, but suspect might not be good.
4. A work you don't like, but have to admit is good.
Explain your choices.

(these must be works/sites you feel relate to this class, or are examples of what you wish [or definitely do not wish] to get from the class)

11.2 ***Site Map***

Bring in Site-Map and other Architectural information for a website of your choosing. Try to figure out content-type variations, structure of links, and basic organizational system of the site.

11.3 ***Personal Chronology***

Produce a chronology that spans the last decade (2002–2012). Note those public events that have had a meaningful, memorable impact on your life and practice — landmark events, visual/screened experiences, your perception of things around you that have been part of a larger cultural, social, and political landscape. A book, a picture, a film, a lecture, a chance meeting, a visiting artist, some other event; public or private: what has formed the YOU of the present, and/or, what has been significant to the formation of your work.

Using everything we've done so far, turn this chronology into a cleverly designed, hyperlinked narrative of your life and/or work. Make design choices that correspond to you and the people, places, things, and events you've referenced. The choices are yours to make as always. Think about the site architecture, what sort of "content" this might contain, etc. Please also complete and turn in a Site-map for this project.

11.4 ***HTML/CSS "Poster"***

Design a poster using only HTML and CSS code. You may use any @ font-face references you'd like, but please create any graphic forms or other elements using only CSS3 transformations. Content in of your choosing. If you don't want to come up with original content, take a design-history reference that you particularly love and try to replicate that using only code.

11.5 ***Touch Interface***

Learning to make touch gestures work.

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11.6 ***Wiki Re-Design***

Take a wikipedia entry about something that either relates to your work or something that is of particular interest to you. Using the text and images there, redesign it with your own custom HTML + CSS. This will be about type, hierarchy, and design. It is also to be (at least semi-) Responsive. We've started talking about Grid Systems and Responsive/Adaptive ideas, so begin to integrate them here. Think about how you are going to deal with images and captions. Also, think about this in terms of a greater eco-system (either the greater eco-system of wikipedia or in terms of "publishing" on the web in general) — is your solution something that only works for this page, or could it be implemented as part of a larger, expandable system.

11.7 ***Final Project***

For those of you that are 2nd years, you'll probably be working on your thesis sites. Your final project can just be that; hopefully you'll be able to apply everything we've worked on to your thesis site. For non-thesis students, you'll be free to work on anything that you like with the caveat that you are attempting to bring in as much of what we've covered as possible. I will have a short list of "must have" criteria — like a grid, or that it is responsive, or that it includes a certain number of JQuery plugins or something... Otherwise, please work on something passionate for you — either your personal site, maybe something you wish to explore online in terms of "publishing," or an experiment that aids you in exploring your own potential thesis ideas, or other areas of your personal practice.

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Sidenote:
For any of these projects, if you have something personal to work on instead that still has something to do with the main outcomes of the project (undestanding diverse content, typographic and design considersations for the web, working with long lenths of text and images, dealing with reusable grids and frameworks, etc.) please feel free to have a conversation with me about substituteing those things in for one or more of these assignments.

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HTML/CSS SKILLS TEST

Code Proficiency Test.

Here is a mockup for a homepage.
Here is the file in a hierarchical text document.
Here is a plain, empty HTML file with basic structure (head, body, etc.).

Please take them and deliver the following to me by the end of class:

1. A wireframe of the site elements (general setup of divs, navigation, sidebar, main content area, etc.).
   — If you'd like to show me this right away to make sure you are on the right track, please do so.
2. A well written, nicely structured and commented HTML file.
3. A well written and commented CSS file.

This is just a single page with limited design elements. The goal here is to make sure you understand how to take a flat and convert it into decent, functioning code. If you are unable to do this you will not be able to do or understand much of the more advanced coding we'll be getting into in the coming weeks.

A few constraints/help:

1. Unless the thing is an image — like the logo, or the main hero image across the top — you can't use images, just code.
2. The font is Helvetica, but I'd like you to write a full font-stack with fall-back options for those that don't have helvetica...
3. PSD is setup for 960px width
4. I included the images as PNGs in a folder there for you. They may not be exactly the right size, but you don't need to worry about generating them from the PSD.

Don't worry about responsiveness, etc. just worry about getting a good clean structure and simple effective styles. Lastly, there are several ways to succeed, I'm not looking for 1 golden method. The goal is to see that you can look at a flat and "see" the structure underneath.

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